

	<p>INTERNATIONAL EDUCATION</p>	<p>Policy No. 2177 May 16, 2012 Page 1 of 3</p>
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The Seattle School District is dedicated to the academic achievement of each student. The Seattle School Board is committed to offering International Education opportunities for students in grades Kindergarten to 12. The vision and mission of the district’s International Education program are:

Vision: To educate and prepare all students to achieve today and tomorrow in a global community and economy.

Mission: To create a culturally diverse community of lifelong learners who demonstrate advanced skills in communication, international language, technology, and whose performance exemplifies superior academic standards.

To be considered an International School, schools must commit to the following three components of an International Education.

I. Unique Characteristics of International Education

While all schools share the attributes of striving for academic excellence, using technology, strong partnerships and innovative teaching, there are three components unique to International Education:

- World Languages
- Global Perspective
- Cultural/Global Competency

World Languages

The District is committed to teaching world languages in an immersion setting for grades K-5 in addition to world language classes and immersion language classes offered at District middle and high schools.

The goals of world language programs are for students to:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures;
- Connect with other disciplines and acquire information;

- Develop insight into the nature of language and culture; and
- Participate in multilingual communities at home and around the world

In addition, an International Education offers Heritage speakers opportunities to enhance literacy and academic skills in their native language. The result of participation in a dual immersion program from kindergarten through grade 12 should be advanced level proficiency at the end of high school in two languages.

Global Perspective

The District is committed to teaching global (multiple) perspectives in all content areas of an international education program, as well as a focus on: examining and evaluating global issues, problems and challenges; studying human differences and commonalities; analyzing economic, technological, social, linguistic, and ecological connections between the United States and the World.

The goals of global perspective learning are:

- Learning experiences include the analysis of race, power, and privilege within our communities and throughout the world
- Students, with an understanding of global (multiple) perspectives, promote equity and justice through service and social change efforts
- Students and teachers recognize, share and honor their contribution to global perspectives through their experiences and the experiences of their families

Cultural/Global Competency

Cultural/Global Competency is defined as the capacity and disposition to understand and act on issues of global significance. The following goals will help students become culturally aware global citizens who appreciate diversity and respect themselves and others.

The goals of cultural/global competency learning are for students to:

- Investigate the world beyond their immediate environment
- Recognize their own perspective and the perspective of others
- Communicate their ideas effectively with diverse audiences
- Translate their ideas and findings into appropriate actions to improve conditions

The goals were created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

II. Staff Expectations

In order to successfully implement international education all staff must have a common understanding and commitment to international school expectations.

In addition to the common expectations, each school may develop other staff expectations.

III. Assessment for World Language

All international schools have proficiency targets for World Languages for K-12 immersion programs based on the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.

The superintendent or the superintendent's designee is authorized to establish procedures that implement this policy.

Adopted: May 2012

Revised:

Cross Reference:

Related Superintendent Procedure:

Previous Policies: C55.00

Legal References:

Management Resources: N/A